

# Month at a Glance: June

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Mental Check-In for Mental Wellness	When something is broken, you search for the proper tool or information needed to repair it. It is important to do the same for your mental wellbeing	mental wellness, mental well-being, resources, healthy	45 minutes
Positive Self-talk vs. Negative Self-talk	Words are powerful!	strategies	45 minutes
Attitude Is EVERYTHING!!!— Part 1	A positive attitude can make all the difference in any situation.	positive, attitude	45 minutes
Attitude Is EVERYTHING!!!— Part 2	There are many ways to spread positivity.	positive, attitude	45 minutes
What Would Ace Do?	Reflective opportunities.		Time varies/ optional activities

# June



# Activity Plan

Title: Mental Check-In for Mental Wellness

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify available resources to ensure their mental health stays in check.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>right fit resources enrichment sheet</li> <li>pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>mental wellness</li> <li>mental well-being</li> <li>resources</li> <li>healthy</li> </ul>	<p><b>Activity Overview:</b> Scholars will explore various ways to conduct mental health checks as they seek to identify the proper resources needed specific situations.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How do we know when to check in with ourselves? What resources are available to us when we are concerned about our own mental wellness?</i></li> <li><b>The facilitator will ask scholars to share examples of times they have needed support for various situations. Scholars can work in groups or with a partner of their choice.</b></li> <li><b>The facilitator should guide scholars if there is additional learning support needed to think of examples of times when they have needed a mental wellness check-in.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will explain the importance of knowing what tools are available for us to improve our mental wellbeing during challenging times.</b></li> <li><b>Facilitator:</b> <i>When something is broken, we search for the proper tool or information needed to repair it. With our mental wellbeing, it's essential that we know what tools are needed to repair it and ensure we are able to continue working towards being our best selves!</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will allow scholars to work in groups to match specific scenarios to a resource (tool) that will support mental wellbeing. Scholars will share the scenarios and the chosen resource. All other participants can tell whether they agree or disagree with each match.</b></li> <li><b>The facilitator should guide the discussion as needed.</b></li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions as needed.

Scholars can be partnered with an adult for support throughout the activity.

Scholars can create a mental wellbeing resource quick sheet as a reminder of available tools and resources in community. Once completed, this should be posted to social media.

The facilitator can provide scholars with sentence stems to help when sharing aloud.

The Right Fit Resources enrichment sheet can be translated into the scholar's native language.

Scholars can be paired with an adult for support.

**Activity Reflection:** 1. Why is it important to have the right resources to manage our mental wellbeing? 2. What are some of the possible consequences if we do not have those resources or tools?

**Supplemental Resources:**



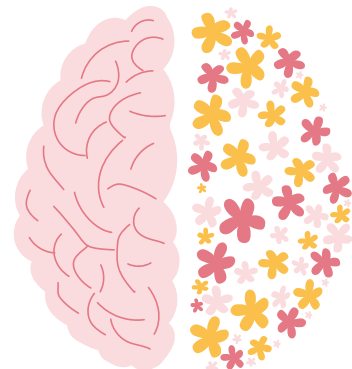
# Right Fit Resources

How do we know what resources are the right fit for maintaining a healthy mental wellbeing? Using the Right Fit Resource Bank, work with a partner or in a group to match the situation with the appropriate resource! Is there more than one tool or resource for some situations?

Situation	Right Fit Resource
Feeling sadness for a long period.	
Not feeling positive about a test, exam, or assignment.	
Finding a new friend after a friendship has ended.	
Anxiety about a performance or activity.	
Feeling lonely.	

## Right Fit Resource Bank

- Speak to the school counselor or teacher to support with positive test-taking strategies and self-calming methods.
- Speak with a trusted counselor or mentor to establish daily check-ins and check-outs if needed.
- Seek to join a new club that aligns with your current interests.
- Find teachers or mentors who can help with a personality survey or quiz.
- Reframe negative self-talk statements into positive self-talk affirmations about what is true and what is possibly just a temporary feeling.
- Seek activities that allow opportunities to partner with others or join various clubs or community organizations.
- Research organizations with common values and beliefs in your local community or school setting that are safe and vetted by a trusted adult.



# Activity Plan

Title: Positive Self-talk vs. Negative Self-Talk

Suggested Time: 60 minutes

Suggested Grade Level(s): 8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the impact their words can have on their overall wellbeing.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>strategies</li> </ul>	<p><b>Activity Overview:</b> Scholars will practice changing negative self-talk into positive self-talk.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What happens when we see a picture that does not properly fit in a frame? Take a moment and chat with an elbow partner or your group to determine the strategy or strategies that you can use to solve this problem.</i></li> <li><b>The facilitator will allow scholars a few moments to explore and discuss various strategies. After a reasonable amount of time, the facilitator will ask partners or groups to share their strategies.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Great! Let's think of negative self-talk about the picture that doesn't fit into our frames.</i></li> <li><b>The facilitator will then pass out negative self-talk statements to scholars. Scholars can complete this activity as partners or in small groups of 4–5 scholars in each group.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will allow scholars a reasonable amount of time to write their positive self-talk statements to "reframe" negative self-talk statements. The facilitator can provide scholars with examples of how to create positive affirmations.</b></li> <li><b>Examples:</b> <ul style="list-style-type: none"> <li>Negative Self-Talk Statement: "I will never be good at math."</li> <li>Positive Self-Talk Affirmation: "I'm having some challenges in math, but I will continue to work hard until I am successful. I will get past this."</li> </ul> </li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator asks prompting questions.

Scholars can reference graphics/pictures.

Pair scholars with a peer for support throughout the lesson and activity period.

Scholars can create additional positive self-talk affirmations to support common community challenges among their peer groups.

Scholars will seek to display their positive self-talk affirmations creatively in their local community centers.

Scholars will brainstorm ways to make their positive self-talk affirmations into songs, PSAs, or skits.

Provide sentence stems for scholars to state their positive self-talk affirmations.

Scholars can think in pairs and share ideas with a partner during the activity for support.

Reference graphics pictures for support of the academic language.

Translate document or Word to Word dictionary.

Pair scholars with a peer (when available, one who speaks a similar native language).

**Activity Reflection:**

1. Why is it important to reframe our negative self-talk?
2. What is the danger of not reframing our negative self-talk into positive self-talk?

**Supplemental Resources:**



# Reframing the Negative to the Positive Self-Talk vs. Negative Self-Talk

Name (s) \_\_\_\_\_

Reframe the negative self-talk statements into positive self-talk statements.

Negative Self-Talk Statement	Reframed Positive Self-Talk Statement
"I like nothing about myself."	
"I feel like I can't do anything right for anyone."	
"It seems like no one likes me. Why even try to make friends?"	
"I can't trust anyone in my life."	
"I hate how I look."	
"I am so dumb."	
"Why does my body look like this?"	
"No one cares about me".	
"I am not good at school."	
"I just don't fit in anywhere."	



# Activity Plan

Title: Attitude is EVERYTHING!!!—Part 1

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that a positive attitude can make all the difference in any situation.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>markers</li> <li>pencils</li> <li>paint</li> <li>stickers</li> <li>glitter</li> <li>other craft supplies</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive</li> <li>attitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will design encouraging posters to demonstrate the importance of having a positive attitude.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>“Like a boss,” is a popular phrase used by many entrepreneurs. To me, it means the person is saying they handled business in the best way, and I do not think you need to be an entrepreneur to use it. I love this because anyone can handle their business in the best way. It’s very motivating. I’ve seen people add it to articles of clothing, as social media posts, and in videos.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are going to create positive attitude posters with our favorite quote – quotes that promote positivity. They can be original quotes or something you have heard before.</i></li> <li><b>Facilitator:</b> <i>By creating positive posters, we are reminding ourselves to have a positive attitude no matter what is happening around us. Feel free to add images and other things to go along with your quote.</i></li> <li><b>This can also be done as a digital flyer or poster.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Create a 1-minute social media post to share your message of positivity. Make it public and ask others to share it as well. Text the message to at least ten of your contacts via text message. See how many respond positively.</i></li> </ul>





# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

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**The facilitator can assist with quotes.**

**Scholars can research quotes.**

**Scholars can make their own quotes.**

**Use Google Translate.**

**Research quotes.**

**Use images.**

**Activity Reflection:** How important is it to have a positive attitude?

**Supplemental Resources:**

<https://learn.genetics.utah.edu/content/addiction/mouse/>



# Activity Plan

Title: Attitude is EVERYTHING!!!—Part 2

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will explore alternative ways to spread positivity.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>computer</li> <li>say it with a shirt template (if needed)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive</li> <li>attitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will participate in a contest to design positive messaging for clothing.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Many people are familiar with Nike's slogan. Even without the famous check mark, people connect with Just Do It. I love a good shirt with a message. It makes me feel empowered to wear it and have other people read it. How many of you like clothing with messages?</i></li> <li><b>Facilitator:</b> <i>Today, we are going to have our own positive message clothing design contest. Each person should use a computer to create a design.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Be very intentional with your words. Remember, we want to use our words to inspire and encourage others.</i></li> <li><b>Participants should work on their designs for at least 20 minutes.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>After everyone has created their design, the facilitator should add them to one social media post requesting that people choose their favorite design. This post should be shareable. At the end of one week, the group should look to decide which is the favored design and have a local t-shirt company produce shirts with the design on it.</b></li> </ul>

# Differentiation Station

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The facilitator can provide a word list. Scholars/participants can use words from the list to come up with a quote of their own.

Adults can help as needed.

Scholars can create a rubric for people to use when voting.

Research positive message clothing lines to determine if it is possible to make a lot of money spreading positivity?

Scholars can write quotes in their native languages.

Adults can help as needed.

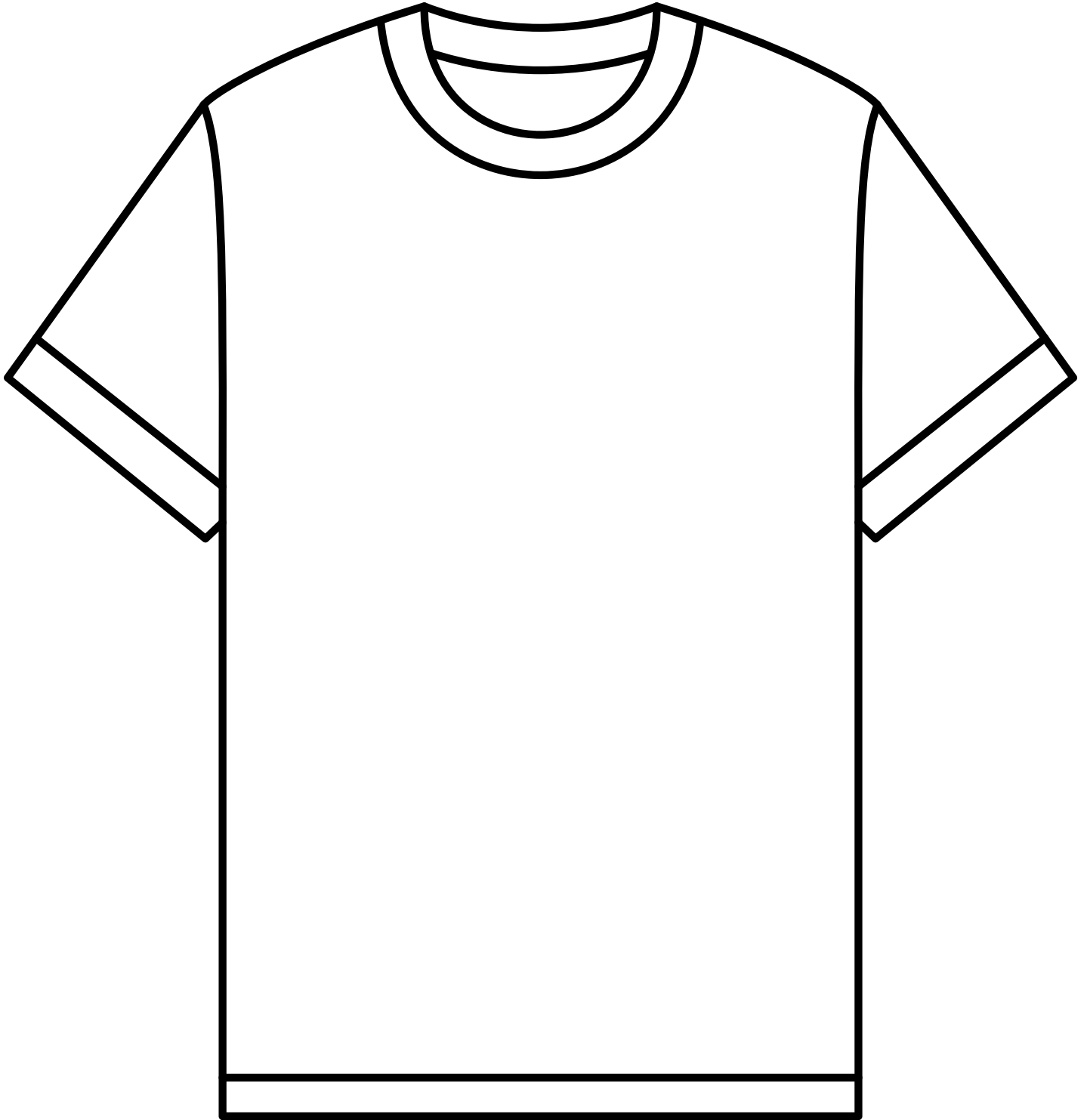
**Activity Reflection:** What impact do you think clothing with positive messages can have on people?

**Supplemental Resources:**

<https://learn.genetics.utah.edu/content/addiction/mouse/>



# Say It with a Shirt



# June—What Would Ace Do?



These are reflective, open-ended questions to be used as activity openers, closers, or check-ins throughout the month. The suggestion is to focus on one question and allow scholars to go as deep as possible with their responses.

Share an experience where your attitude changed toward an activity or event and you felt it changed the outcome. (Your attitude could have started negative or positive.)

Why do you feel it is important to have mental check-ins?

Have you ever trusted someone and found you could no longer trust them? How did it make you feel? What did you do?

On a scale of 1-5, how trusting are you? Is it easy for you to open up to others about your challenges? If not, how do you decide what to share with who?

